OUTLINES

SCHOOL MANAGEMENT,

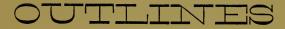
CONTAINING

Lectures on School Necessaries, School Organization, Study, Recitation, Examinations, Reviews, and School Management.

PROF. DANIEL B. WILLIAMS. A.M.,

Dean of the College Department, Professor of Ancien Languages, and Instructor in School Management and Methods of Teaching in the V. N. and C. I.





OF





CONTAINING

Lectures on School Necessaries, School Organization, Study, Recitation, Examinations, Reviews, and School Government.

PROF. DANIEL B. WILLIAMS. A.M.,

Dean of the College Department, Professor of Ancient Languages, and Instructor in School Management and Methods of Teaching in the V. N. and C. I.

-ALSO-

Author of "THE NEGRO RACE, A PIONEER IN CIVILIZATION," "Science, Art and Methods of Teaching," Freedom and Progress." Etc., Etc.

WITH AN

INTRODUCTORY SKETCH OF THE AUTHOR

BY PROF. D. WEBSTER DAVIS, Teacher in the CON Richmond Schools.

FIRST EDITION.

PETERSBURG, VA,; DANIEL B. WILLIAMS, PUBLISHER.

Entered according to act of Congress, in the year 1890, by Professor Daniel B. Williams A. M., in the office of the Librarian of Congress at Washington.

PREFACE.

WB.W

This little treatise was undertaken at the suggestion of a number of teachers and students to whom I had the pleasure of imparting instruction on the principles and facts of school management. In the institutes held at the V. N. & C. I. in the summers of '88 and '89, I used with the teachers Raub's School Management in connection with those of Kellogg and other authorities, and aimed to impress them with the fundamental principles of the science and art of school management. I also employed the same authorities in connection with my lectures delivered to the Senior Classes of '87, '88, and '89.

A number of ladies and gentlemen under my instruction suggested to me that the fundamental principles of school management could be presented with greater force in a much less extended work. After five years' experience in teaching this subject, I am convinced that this little work will supply teachers with all knowledge necessary for managing a school, and that it contains many suggestions which will prove beneficial to students. It may be advantageously used as a text-book with classes studying the subject.

It is sent forth with the earnest wish that it will prove helpful to teachers in disciplining and instructing their pupils, and that it will materially aid boys and girls, young men and young women in their intellectual and moral culture. DANIEL B. WILLIAMS.

V. N. & C. I., October 7, 1890.

INTRODUCTORY SKETCH.

By PROFESSOR D. W. DAVIS, Teacher in the Richmond Schools.

"We live in deeds, not years, in thoughts, not breaths; In feelings, not in figures on a dial."—Bailey.

Professor Daniel Barclay Williams, A. M., first saw the light of day in the city of Richmond, Va., November 22, 1861. As a boy he was good at ball, bandy, tops, marbles, foot-ball, and won fame in swimming. With all this, he was manly and above mean and low acts. He passed through the common and high schools of Richmond, and graduated from the Richmond Normal and High School in 1877 with distinguished honors, having won the gold medal for excellence in scholarship and deportment and a silver one for orthography.

His teachers having seen the wonderful promise of future greatness in him persuaded him to attend Worcester Academy, where he was the acknowledged leader of his class till his graduation in 1880. He was matriculated in Brown University in the summer of 1880, and, in the fall of the same year, commenced to teach in the public schools of Richmond. He taught in his city till June, 1884, and, in the fall of 1885, taught in the schools of Henrico County. With a wonderful tenacity of purpose, he pursued the entire course of study of Brown University which he completed in 1885. In the fall of 1885, he was elected as teacher in the V. N. & C. I., and, in 1887, he was elected as Professor of Ancient Languages and Instructor in School Management and Methods of Teaching. He is also Dean of the College Department.

1. As AN EDUCATOR.—He has successfully taught about all of the common school branches and high school courses, several scientific subjects, Greek, Latin, French, German, some Hebrew, Plane and Solid Geometry, Plane and Spherical Trigonometry, Surveying, Negro History, the World's History, and Pedagogy. He is the builder of the Method Department of the V. N. & C. I., and is recognized as a man of great executive ability. He is conceded to be a linguist of extraordinary talent.

2. As A WRITER AND AUTHOR.—Since 1880, he has at various times contributed articles to our leading journals. In 1885, he published The Negro Race, a Pioneer in Civilization, in 1885, Why We are Biptists, in 1887, Science, Art, and Methods of Teaching, in February, 1890, Freedom and Progress. He also wrote in '84 The Theory of Rev. John Jasper Concerning the Sun, in the Life of Jasper by E. A. Randolph. His works are widely circulated among white and colored.

3. As a SPEAKER.—As an orator, Prof. Williams ranks high. His voice is musical, and his facts are pleasingly and logically arranged. During the last ten years, he has received a number of invitations to deliver addresses in and out of the State.

4. HIS MORAL AND RELIGIOUS CHARACTER.—In the early part of 1878, he became a member of the First Baptist Church of Worcester, Mass. He is a man of unblemished moral character, and of a deep, fervent religious nature. He is broad and liberal in his religious views.

5. HIS WIDE-SPREAD REPUTATION.—I here quote from Prof. R. W. Whiting: "Prof. Williams enjoys a national reputation, and has been frequently honored by distinguished leaders of our race." Cuts and sketches of him have appeared in the *Cleveland Gazette*, New York Sun, The Freeman, and The Planet. In May, 1889, Livingstone College conferred on him the degree of A. M. He is now Second Vice-President of the Normal School Alumni Association and Chairman of the Executive Committee of the Virginia Teachers' Association.

We bespeak for him an imperishable fame and hope that no clouds may bedim his sky. May he press on knowing that

> "The heights by great men gained and kept Were not attained by sudden flight, But they, while their companions slept, Were toiling upward through the night."

LECTURE I. SCHOOL NECESSARIES.

"As is the teacher, so is the school."

"The scholar is his own teacher, and learning is self-teaching." The author in S. A. & M. of T.

While some educators use the terms school government and school management to designate the same ideas, we propose to employ school management as embracing school necessaries, school organization, study, recitation, and school discipline. School Management treats of the control and regulation of schools, and has for its aim the highest physical, mental, and moral development of students.

I. THE TEACHER AND HIS PUPILS.

The most essential factors in school management are the teacher and his pupils. The magnitude of the work which the teacher aims to perform in his endeavor to impart knowledge, inspire noble aspirations, and direct the will to the choice of virtuous thinking and acting renders it necessary that he should possess certain physical, intellectual, and moral qualifications. First, the teacher should possess a sound body with a sound mind -sanum corpus cum sana mente. It is therefore essential that he should learn and obey the laws which regulate health. He should indulge in regular physical exercise of some kind, eat nutritious food, have sufficient sleep, and give wise attention to clothing, bathing, and to the breathing of fresh air. Some teachers of frail physical constitutions may have made valuable contributions to the education of humanity, but the great majority of the prominent educators of ancient and modern times were characterized by good physical stamina. The affability, good nature, cheerfulness, and enthusiasm so essential to judicious management require the powerful stimulant of a healthy digestion, quiet nerves, and freedom from pain or disease.

Secondly, the teacher's intellectual qualifications should be varied. (1.) On the subject or subjects which he at-

tempts to teach, his knowledge should be thorough, broad, and available. (2.) His mind should be well disciplined, and his scholarship should embrace at least the general principles and facts of science, philosophy, history, and practical life. The true teacher, like the immortal Bacon, says in word and deed, "All knowledge is mine." (3.) In as much as teaching, like law, medicine, and theology, is a science and art, the teacher should be specially trained for his profession. He should have a good understanding of the human mind, an accurate knowledge of the natural order of its development at different stages of the child's growth and the subjects and methods calculated to strengthen each faculty. Besides, he should be acquainted with the lives and teachings of the world's teachers; such as, Moses, Socrates, Menu, Confucius, Zoroaster, Christ-the greatest of all-, Galileo, Newton, Bacon, Rakes, Pestalozzi, Froebel, Horace Mann, Page, Payne, Swett, and others. The Colored-American educator should also be acquainted with the work of prominent colored teachers; such as, W. J. Simmons, B. T. Washington, J. C. Price, Frank Trigg, J. W. Morris, J. E. Jones, P. F. Morris, J. H. Burrus, A. M. Moore, J. H. Johnston, C. L. Purce, J. M. Gregory, J. C. Corbin, B. F. Lee, and others. (4.) He should be "apt to teach," and capable of managing and controlling his students. Capability of managing is conditioned upon an intimate acquaintance with the motives of those governed, legislative ability, and tact in adjusting personal relations.

Thirdly, the teacher should be morally qualified for his work. Education should aim to ennoble the desires, beget truthfulness, honesty, industry. The teacher should be a believer in a personal responsibility to God and in the importance of obeying the Ten Commandments. (2.) He should love his pupils and seek their highest welfare. A kind, loving preceptor makes an obedient school. (3.) He should be truthful and honest. (4.) He should be industrious and faithful in the discharge of duty. (5) He should be known for cleanliness and neatness in dressing, for "cleanliness is next to godliness."

II. THE SCHOOL HOUSE.

Though some of the greatest of the world's teachers have instructed their followers on the common highway, in the open field, and by the side of a river or lake, modern education demands a fixed place for the association of the teacher and pupil. No one can imagine the influence which the school house exerts in the general culture of students. (1.) It should be located in a healthy place. (2.) It should be so situated as to be free from disturbing noises in order that recitations may be conducted with quietude. (3.) It should be convenient of approach. A school house should be so built as to allow about ten or twelve square feet to each scholar. Its ceilshould be from ten to fifteen feet in height. It should be so built as to embody both comfort and beauty, and ample arrangements for the safe keeping of hats, shawls, and over-shoes should be made.

A school room should be well supplied with a platform, on which the teacher may sit, seats or desks suitable to the scholars, spacious blackboards, erasers, pointers, outline maps, and `a globe. Besides, cabinets, a dictionary, and a library containing instructive and interesting books are great helps to teacher and pupils.

III. SCHOOL HYGIENE.

Particular attention should be paid to the light, heat, and ventilation of a school room. In order to secure the best light, the windows should be high and in such a position that the light will not strike the pupils in the face. Securing proper heat and ventilation is no easy matter, yet every teacher should aim to wisely regulate the heat and air of his own school room. Pupils should be encouraged to take regular physical exercise. Calisthenics, swinging Indian clubs, using dumb-bells, and walking may be easily taught and practiced. Instruction should be given to pupils with reference to cleanliness, clothing, eating, sleeping, and correcting injurious habits.

IV. THE SCHOOL GROUNDS.

Spacious, well-adorned grounds add much to the pleasure of school life. In general, the ground surrounding a school house should cover at least three-fourths of an acre, and should be so laid off that each sex may have separate places for play and recreation. Trees, flowers, and shrubbery are Nature's ornamentations for it. Outbuildings and agencies for physical exercise should be carefully provided.

V. TEXT-BOOKS AND SCHOOL RECORDS.

(1) Text-books are necessary to a well taught school. They aid both teacher and pupil. They are supposed to be accurate, concise, logical, and easy of comprehension. (2) School Records are necessary from the fact that the attendance, deportment, and general scholarship of the pupil should be recorded from day to day. The teacher can thus obtain more reliable data concerning the progress of the pupil than by relying on the uncertainty of memory, and the pupil receives a greater incentive to be more prompt, better behaved, and more scholarly.

LECTURE II. SCHOOL ORGANIZATION.

"Knowledge and wisdom, far from being one, Have ofttimes no connection; knowledge dwells In heads replete with thoughts of other men; Wisdom in minds attentive to their own. Knowledge, a rude unprofitable mass, The mere materials with which wisdom builds, Till smoothed and squared and fitted to its place, Does but encumber whom it seems to enrich. Knowledge is proud that he has learned so much; Wisdom is humble that he knows no more."—Cowper.

School Organization is such an orderly disposition of school labors as will enable teacher and pupils to perform the very best work with the least possible hindrance. Its true aim is to impart to each pupil the greatest physical, mental, and moral power. It includes the first day of school, classification, working by a programme and school signals, average daily attendance, and percentage of attendance.

The teacher frequently finds it to his advantage to visit the neighborhood before he opens his school. (1) He may thus learn the opinions of the community with reference to education and his particular work. (2) He may thus learn how his predecessor managed and taught his school. This information will materially aid him in his work.

I. THE FIRST DAY OF SCHOOL.

The first day of school is important to both teacher and pupil. The pupils are anxious to see what kind of teacher will instruct them. The first impression which he makes will have much to do with his future career. Many experienced and successful teachers state that, on the whole, the instructor makes the best impression on the first day by the following methods: (1) By explaining in a few words what he intends to do for them and letting them understand that he expects them to aid him in making school pleasant and profitable. (2) By enrolling their names, ages, and whatever information concerning them which may be needed. This method enables the teacher to dismiss early and have a sufficiency of time to copy their names and ages in a register and think of the next day's work.

II. CLASSIFICATION.

On the second day, the teacher should classify both old and new students. Classification consists in grouping pupils in classes according to their mental discipline and knowledge for the purpose of mental and moral development. The following advantages result from classification: (1) It groups together pupils of equal or almost equal capacity. (2) They are thus better stimulated to study. (3) Their interest and attention are better secured. (4) The teacher can do more effective work. (5) He can better discern the progress of his pupils. Some teachers think that it is best to classify according to the pupil's knowledge of arithmetic, others believe that it is best to classify according to a knowledge of English composition. Experience proves that both of these methods are very faulty for general classification, since a pupil's knowledge of either of these subjects may be satisfactory while he may be very deficient in geography, history, or some other branch. The great majority of our best educators claim that the only true and thorough way to classify is to examine a pupil on each study or a part of a study required to enter a particular class. Some employ written or oral examinations, others use both. Of course, a written and oral examinations combined gives the teacher a more thorough knowledge of the pupil's capacity and knowledge.

III. WORKING BY A PROGRAMME AND SIGNALS.

After the pupils have been duly classified and the teacher knows how many classes are to receive his attention during a school day, he should proceed in a systematic manner with his school work. This can be best done by carefully following a programme, which should possess the following characteristics: (1) It should make provision for opening exercises. (2) All students should receive due attention. (3) All pupils should be provided for. (4) The most difficult study should be recited in the morning. (5) Studies to be prepared in school should not be first heard. (6) It should make provision for two recesses and for general business. The following advantages result from a good programme carefully followed: (1.) It creates interest in the pupils. (2) It leads to systematic study and recitation. (3) It makes teaching and learning effective. (4) It saves valuable time. (5) It aids in a round development. (6) It makes the teacher systematic. (7) It aids school government.

We may suppose that the teacher, after careful classification, discovers that he has a school of fifty or sixty children, among whom are the following classess: Two arithmetic, one number, two geography, two reading, two history, two grammar, one language lesson, two composition, and three writing and drawing. He wishes to

10

open school at nine o'clock and close about three with two recesses of twenty and twenty-five minutes respectively. His programme may be arranged as follows, naming his classes A, B. and C:

From 9 to 9-15 Opening Exercises. Reading the Diblo and pror

TUT			0 10	oponing macroises.	for the biological prayers		
				Α.	B.	C.	
**	9-15	to	9-45	Arithmetic.			
66	9-45	to '	10-15		Arithmetic.		
6.6	10-5					Number.	
6.6				Grammar.		Rumoor.	
6.6				Recess.			
	11-00	.0	11-20	Lecess.		Whiting on Descript	
66	11-25	t	11 50		(mamman	Writing or Drawing under an advanced	
	11-20	10 .	11-901		Grammar.		
6.6	11 50		10.10	0		pupil.	
44				Geography.	~ .	•	
	12-15				Geography.		
	12-40	to	1 - 05			'anguage Lesson.	
66	1-05 1	to	1 30	Recess.		C pass home.	
6.6	-1-30	to	1-55	History & Reading.		•	
6.6	1-55				History & Reading.		
66				Composition Exerci			

2-45 to 3-10 Writing on Monday and Wednesday, Drawing on Tuesday and Thursday, and Elocution on Friday.

The linking of two studies together means that one may be taught for three days and the other for two days in the week. It is advantageous to allow C class to pass home as early after twelve o'clock as possible. The instructor should have in his school-room a reliable timepiece in order that he may allot to each class its proper time. He should also adopt a system of signals to aid him in school work. A hand-bell will prove useful for this purpose. When a class is to take its place for recitation, the first tap of the bell may mean attention, the second tap, rise, and the third tap, pass to the designated place for recitation. These taps may be also used in dismissing for recess and home. The scholars should be drilled until they thoroughly comprehend each signal. Snapping the finger and calling the teacher should not be allowed. The pupils should be taught to raise their hands when they wish to attract the teacher's attention.

IV. AVERAGE DAILY ATTENDANCE AND PERCENTAGE OF ATTEND-ANCE.

It may be advisable at this juncture to indicate the methods of finding average daily attendance and per centage of attendance. We may suppose that the school contains forty-four pupils, twenty of whom are boys and twenty-four are girls. The school was taught for twenty days, during which time eight boys and ten girls were absent. The problems for the teacher to solve are: I. What was the average daily attendance of the boys and girls separately and of the whole school? II. What was the percentage of attendance of the boys and girls separately and of the whole school?

The average daily attendance and the percentage of attendance of the boys may be found as follows: 20 [number enrolled] x 20 [number of days taught] = 400total enrollment. 400 - 8 [number absent] = 392 total days present. $392 \div 20$ [days taught] = 19.6 average daily attendance. 19.6 x 100 = 1960. 1960 ÷ 20 [numbers on roll] = 98, which is regarded as 98 percent., the percentage of the boys. We may also find this percentage of attendance by dividing 392 [the total days present] by 400 [the total enrollment] 2. The average daily attendance and the percentage of attendance of the girls may be found in the same manner. The data on which we would work would be twenty-four [number of girls on roll], twenty [number of days taught] and ten [number absent.] 3. The average daily attendance and the percentage of attendance of the whole school may be obtained according to the same method. The data on which we would work would be forty-four [total number on roll] twenty [number of days taught], and eighteen [number absent]. Hence we may deduce the following rules: 1. To find the average daily attendance, divide the total days present by the number of days taught. Observe that the total days present is found by subtracting the number of absentees from the total enrollment, and that the total enrollment is found by multiplying the number on roll by the number of days taught. 2. To find the percentage of attendance, multiply the average daily attendance by one hundred and divide the product by the number on roll; or divide the total days present by the total enrollment.

LECTURE III. STUDY.

"To teach boys how to instruct themselves—that, after all, is the end of school work."—Markby.

Studium mentem firmat. (Study strengthens the mind.)

Study is the application of the mind to some subject of thought. The following may be given as the chief aims of study: (1.) The training or disciplining of the intellectual faculties. (2.) The acquisition of knowledge. Of course, the student of history or arithmetic should know the principles and facts of these subjects. (3.) The application of knowledge. When knowledge is acquired, it should be used for the benefit of the individual and humanity. The numerous inventions which add untold blessings to the world resulted from the application of knowledge to the practical affairs of life. Mere theoretic knowledge may serve to discipline faculty, but it cannot cure the body or produce a crop. (4.) The preservation of health. Certainly, our education should teach us how to learn and obey the inflexible laws which regulate our bodily comfort and longevity. (5.) The perfection of our moral nature. The highest object of study is to enable us to be pure and upright and to prepare ourselves for our immortal destiny. Even the noted infidel, Thomas Paine, could say after profoundly studying nature, "I believe in one God." Our studying should have as its highest aim a knowledge of God and His holy Son, Jesus Christ.

II. HOW THE TEACHER MAY AID THE SCHOLAR.

The instructor may legitimately aid the scholar in the following ways: (1.) He may carefully read the lesson with them and designate its essential points. (2.) He may impress upon his pupils the importance of studying alone. (2.) He may teach them the importance of paying strict attention to what is done in the class. (4.) The teacher should show his pupils that he is deeply interested in their work. (5.) He should give praise when they deserve it. (6.) The teacher may greatly inspire his pupils by making but little use of text-books. (7.) He may help them by bringing to their attention examples of successful men and women.

III. HOW THE PUPILS MAY STUDY WITH SUCCESS.

(1.) Bodily health and comfort are essential to effective study. The pupils should be taught the necessity of physical exercise, nutritious food, and quiet sleep. (2.) Students should study in a place free from disturbing noises. (3.) Scholors should have a regular time for learning their lessons. (4.) Most difficult lessons should be learned first. (5.) Students should make free use of reference-books, text-books, and apparatus.

LECTURE IV.

RECITATION INCLUDING EXAMINA-TIONS AND REVIEWS.

"Education is the generation of power."-Pestalozzi.

"Let things that have to be done be learned by doing them." Comenius.

Recitation is the recital of the lesson by the pupil under the supervision of a teacher.

I. THE AIMS OF RECITATION.

(1.) Mental discipline may be mentioned as one great aim of recitation. This means the proper development of all the intellectual faculties in accordance with the laws of intellect. (2.) Acquisition of knowledge may be mentioned as another aim of recitation. Certainly, a recitation in history or physics should enable the student to master some of the principles and facts of the subject studied. (3.) That the instructor may test the work done by the student during his study-hour may be given as another object of recitation. (4.) Recitation should also aim to give the pupil self-confidence, to awaken his interest in study, to enable the scholar to cultivate habits of attention, and to enable the teacher to correct the pupil's errors.

II. THE TEACHER'S PREPARATION.

First, the teacher should be well acquainted with what-

ever subject or subjects he attempts to teach. Secondly, he should make a special preparation for each recitation, for he should know the simplest methods for presenting the principles and facts of each lesson to his class. Thirdly, he should make such thorough preparation as to be able to show the relation of each lesson to the preceding one. Fourthly, he should so prepare each lesson that he will be enabled to teach without the use of a text-book.

III. THE SCHOLAR'S PREPARATION.

(1.) The scholar should prepare for each recitation that he may more thoroughly discipline his mental faculties. (2.) His prearation should be such as to enable him to acquire a knowledge of the subject studied. (3.) He should prepare for each recitation that he may be able to gain information on the part or parts of the lesson most difficult to him. (4.) A student should prepare each lesson that he may have self-confidence in the presence of the teacher and his class-mates, and that he may answer questions with clearness and precision.

IV. METHODS OF CONDUCTING RECITATIONS.

(1.) The lecturing method may be used in teaching a subject. While it may be profitable to somewhat advanced students who understand the elements of the subject on which the lecturer speaks, it should be seldom used with those beginning a subject. (2) The illustrative method is often used. By this method we seek to convey knowledge to the child by means of pictures, drawings, experiments, and incidents. (3.) The simultaneous method, according to which all the pupils are allowed to answer at once, may be sometimes used. This was a favorite mode of teaching of Pestalozzi. (4.) The interrogative, or questioning method is more frequently used than any other. The following suggestions on the art of questioning may prove profitable to the progressive teacher : (1) Do not ask a question which may be answered by *yes* or *no*. (2.) The questions should be given in such an order as to form a progressive development of the subject. (3.) The question may be put in a general way to the whole class, and one pupil may answer one part of it and another the other. (4.) Children should answer in their own language, and should sometimes interrogate each other. (5.) Questions should be given in a clear, concise manner. (6.) They may be put orally or in writing. (7.) Pupils should be taught to answer in clear, correct, concise language. (5.) The topical method, according to which a scholar tells all he knows about a subject or a division of a subject, is also much used by teachers. (6.) The mixed method, which is a combination of two or more of the preceding modes of teaching, may be used with great benefit. All methods should be seasoned with the spice of questioning.

V. SOME SUGGESTIONS TO TEACHERS.

The teacher should use pleasant tones of voice during a recitation, for it greatly enhances his influence with his scholars. While the class is reciting, he should stand as much as possible instead of sitting. He should manifest a deep interest in his work and thus incite enthusiasm in his students. His deportment should be dignified, and his language should be correct and elegant. He should encourage the timid and dull, and refrain from ridiculing the mistakes of his students. It is unwise on the part of the teacher to allow one student to prompt another. Pupils should be impressed with the importance of giving close attention to what is done in the class, and they should not be allowed to laugh at the mistakes of each other.

EXAMINATIONS.

I. THEIR AIMS.

(1.) An examination on a given subject is an attempt to find out what the pupils know of that subject. (2.) Examinations should aim to create interest on the part of the students and serve as an inspiration. (3.) To secure data which, in connection with daily class standing, may serve as a basis on which to promote from one class to another is another object for testing the knowledge of students.

II. THEIR CHARACTER.

(1.) They should include the leading principles and most important facts taught. (2) They should test the pupil's knowledge as far as he has studied. (3. They should also test the scholar's capability to think. This may be done by questions which are not found in the textbook studied, but which involves the principles taught. (4.) They should also test the mental discipline of the student by showing whether or not he is able to produce the required knowledge in a given time. (5.) They should not be so long as to weary the pupils. The length of an examination depends to some extent on the ages of the scholars. In general, an examination which extends more than two hours and a half or three hours wearies even advanced students.

III. OTHER IMPORTANT POINTS

Some teachers claim that there should be no stated or regular time for an examination. They argue in favor of their position that pupils will make a special preparation for it, which together with the solicitude incident to it frequently injures both mind and body. While some evils attend stated or regular examinations, the vast majority of European and American educators believe that more good results from them than evil. It is customary for some schools to hold regular monthly examinations. In institutions which divide the school year into three terms, examinations are usually held at the close of each. Examinations may be oral or written. In general, a written examination is considered a better test than an oral, but a written and oral examination combined is the most preferable.

REVIEWS.

The main objects for a review of a study is [1.] to more thoroughly discipline the student's mind, [2.] to make his knowledge of the subject more exact, [3.] to more thoroughly prepare the pupils for an examination, and, [4.] to give further opportunity to the dull and sluggish. The question, When should a review be given? is often asked. The best teachers usually review on each day the preceding day's lesson. It is profitable to a class to review on each Friday the work of the week. Some instructors expend about two or three days at the end of each month in reviewing the month's work. A week or ten days prior to the term examinations may be profitably given to a review of the term's work. The instructor should aim to impress in a review the leading principles and facts of his subject and enable his students to perform original work as much as possible.

LECTURE V. SCHOOL GOVERNMENT.

"Few consider how much we are indebted to government, because few can represent how wretched mankind would be without it."—Atterbury.

"He that is slow to anger is better than the mighty; and he that ruleth his spirit than he that taketh a city."—Solomon in Proverbs xvi:32.

"Every experienced teacher knows that good order is essential to the progress of the scholar in his several studies. A boisterous, whispering school is, without exception, a poorly taught and disagreeable one."—The Author in S. A. & M. of T.

I. OBJECTS OF SCHOOL GOVERNMENT.

(1.) The direct and immediate object of school-government is to secure the obedience, punctuality, and undivided attention of the child. (2) The great purpose of school-discipline is to impart to the child the ability and power to govern himself.

II. HOW TO SECURE GOOD ORDER.

While disorder is sometimes the result of circumstances beyond the teacher's control, it may, for the most part, be offset by diligence and wisdom. The following are the main causes of disorder: (1.) Uncomfortable schoolhouses, (2.) poor ventilation, (3.) uncomfortable seats, (4.) unwise threats, (5.) laughing and whispering, (6.) too many rules, (7.) ill-disposed pupils, (8.) timidity on the part of the teacher, (9.) suspicion on the part of the teacher, and (10.) unhealthiness of the pupils.

Most of these causes of disorder are within the contro

of the wise instructor, and any of them may be mitigated by him. [1] If the school-house and seats are uncomfortable, he should exert his influence with the proper authorities to have them suitable for his scholars. [2.] He should study with care the best way to ventilate his school-room, and should never threaten his scholars. The experienced and skilled instructor avoids too many rules. [3.] The strongest power with which a teacher may govern a school is love. Love begets love. A kind, loving instructor makes a kind, loving school. Fear should never be the ruling principle of a school. It paralyzes the intellect, deadens the aspirations, and makes children slavish and deceitful. Timidity and suspicion on the part of the teacher should be avoided. He should diligently cultivate good feelings and purposes toward his students, and show them that he has confidence in them. [4.] The instructor should be courteous and polite, and should preserve a cheerful and pleasant disposition. He will thus frequently cause ill-disposed pupils to become his friends, and will cease to worry over many little misdemeanors. [5.] He should labor to make the public opinion of the school unfavorable to disorder. [6.] Good order is greatly dependent on systematic work. The instructor should carefully follow a wisely-arranged programme. [7.] He should keep his scholars busy.

But he who would govern others should first learn how to govern himself. The following elements of governing power are essential to a teacher: [1.] He must know how to govern himself. He must be able to control his own temper and to master his own passions. [2.] He must possess common sense in dealing with human nature. [3.] He should have a sound judgment and good executive talent. [4.] He should possess a cultivated mind and attractive manners. [5.] He should love his pupils, and be impartial in his treatment of them. [6.] He should be energetic and vigilant.

III. PUNISHMENTS.

If kindness, moral suasion, and the teachings of religious principles fail in governing a pupil, the teacher must have recourse to punishment. I. The main objects of school punishment are [1.] the reformation of the offender, [2.] a warning to the others, and [3.] a maintenance of the supremacy of the school laws. II. The extent of punishment should depend on circumstances. [1.] The nature of the offense and the motive of the offender should be considered. [2.] When the same offense is committed a number of times, the offender deserves a greater punishment. [3.] Punishments should be regulated to some extent by the age, sex, and temperament of the offender. III. The efficacy of punishment is largely conditioned on its certainty. Punishments should be related to offenses as effects to causes, and every violation of the school regulations should be followed by its merited penalty. IV. The following kinds of punishment may be employed by the teacher under varying circumstances : [1.] Reproof. An offending student may be reproved publicly or privately at the discretion of the teacher. [2.] He may make an apology publicly or privately. [3.] He may be deprived of some privilege: such as, a recess, the forfeiture of a favorite seat, or a post of honor or emolument. [4.] He may be dismissed from recitation, detained after school, or forced to perform some neglected duty. [5.] Corporal punishment may be inflicted on him.

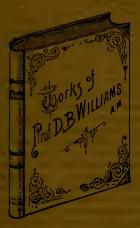
V. SOME SUGGESTIONS ON PUNISHMENTS.

[1.] It is injudicious to scold, ridicule, or heap personal indignities of any kind on a pupil. [2.] It is unwise to whip pupils on account of neglected lessons and to reprove those who are doing their best. [3.] It is wise to postpone punishment till it can be done with deliberation. [4.] Public reprimands should be employed only when the offense is an aggravated one. [5.] Aim to arouse the sense of right in a pupil, and appeal to his sense of honor. [6.] Do not hold malice, prejudice, or a spirit of revenge against a scholar. [7.] Corporal punisment should be moderate, and should be administered in private. It should never be inflicted when the teacher is in an angry mood. [8.] Pupils should not be suspended or expelled for light offenses. [9.] Do not desire to punish for every misdemeanor. It is sometimes wise to appear to be unconscious of some violations of the rules.

INDEX-APPEAL ELECTRIC PRINT, PETERSBURG, VA.

POPULAR WORKS OF Professor Daniel B. Williams, A. M.

(AUTHOR AND PUBLISHER.)



1. SCIENCE ART, AND METH-ODS OF TEACHING. It fully explains the principles and art of education, and presents the simplest methods for teaching the common school branches. Prof. R. W. Whiting thus speaks of it: "It is the rose of Colored-American literature and the standard work on education among our people. Its success and reputation have been wonderful. It has been indorsed by twenty newspapers, forty educators, and hundreds of parents. It has been used for the past four

years as a text-book in the V. N. & C. I., B. P. D and I. School, the Virginia Teachers' Association, and the Summer Session of the V. N. & C. I. It is in the libraries of twenty-five schools and colleges, and has been circulated in all the Southern States, Washington, Philadelphia, California, Indiana, and Hayti. It sells well among families. Bound in cloth. Price \$1.

2. FREEDOM AND PROGRESS. This work contains choice addresses, embracing history, philosophy, science, education, religion, and practical life. It will be found serviceable to professional men, strengthening to families, helpful to teachers, and beneficial to pupils and students. The following extracts from testimonials show its worth : "The discourses are models of literary finish." "The addresses are masterpieces of grammar, rhetoric and logic, and will improve both head and heart." "Teachers would do the race a benefit by adopting it as a supplementary reading book for their school children." Sells well among all classes. Paper cover, 75cts. Bound in cloth, \$1.



3. THE NEGRO RACE, A PIONEER IN CIVILI-ZATION. It aims to show from the remains of inder, temples, obelisks, and pyramids, the advanced contration of the children of Cush. It also presents donted mony of eminent scholars who conceded the printing relevant dor of the long-lived Ethiopians. It has had a will obculation. Price, 25 cents.

4. WHY WE ARE BAPTISTS. This little work contains nothing offensive to any denomination; but simply presents the principles and practices of the early churches. It is popular with persons of all denominations, and new a wide circulation. Price, 20 cents.

5. OUTLINES OF SCHOOL MANAGEMENT, work is helpful to teachers, students, and pupile, and many be used as a text-book for classes pursuing the another. Price, 35 cents.

These works sell rapidly among families, teachers, professional, and business men. Even OUTLINES of School MANAGEMENT is helpful to children, and is, therefore, nor ful to families. Agents wanted in every State and County. Liberal terms given to ladies and gentlemon also wish to act as agents among the people.

Address DANIEL B. WILLIAMS

V. N. & C. I., Ethior, Was

